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Describes new 2-year programs of graduate study designed to produce high school teachers outstanding in both scholarly competence and teaching effectiveness. Presents salient features of programs and convictions underlying their development.

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IV-12

THE UNIVERSITY OF CHICAGO

THE GRADUATE SCHOOL OF EDUCATION

" NEW TWO-YEAR GRADUATE PROGRAMS FOR HIGH-SCHOOL TEACHERS "

In the Autumn Quarter, 1960, the University of Chicago will enroll the first students in its new two-year programs of graduate study designed to produce high-school teachers who will be outstanding both in scholarly competence and in teaching effectiveness. The fields in which programs will be offered next autumn include: biology, chemistry, English, French, geography, German, history, mathematics, physics, Russian, Spanish, and social studies.

The new programs differ in a number of particulars from existing Master's degree programs at the University of Chicago and from programs offered elsewhere. Among the salient features are the following:

1. Prerequisites for admission to the program include a Bachelor's degree with sufficient concentration in the teaching field to permit successful pursuit of graduate study in the appropriate department, and evidence of the personal qualifications and the intellectual abilities essential to effective teaching and to scholarly inquiry.
2. The programs cover a period nearly twice the length of typical Master's degree programs--twenty-two and a half months beyond the Bachelor's degree.
3. A year of advanced study will be offered by distinguished scholars in the relevant graduate departments in the Biological Sciences, Physical Sciences, Humanities, and Social Sciences.

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4. Graduate study in the teaching field will be closely related to a variety of opportunities for observation and teaching in secondary schools.
5. Graduate inquiry into the learning processes, relationships between school and society, the needs and potentialities of learners of various ages and diverse environments, and other factors influencing what and how much will be learned, will be carried on under the direction of members of the Department of Education through a special seminar.
6. For nine months of the second year the candidates will be employed on an approximately three-fifths time basis as resident members of a strong group of career teachers in selected high schools.
7. The degree of Master of Arts in the specified teaching field will be awarded on the basis of a thoroughgoing appraisal of each candidate's scholarly qualifications by the faculty of the appropriate graduate department, of his understanding of educational theory by the Department of Education, and of his mastery of the arts of teaching by career teachers who have observed his teaching over extended periods.

The first year (Autumn, Winter, Spring and Summer Quarters) will be spent in residence at the University. The period of residence will begin two weeks before the opening of the Autumn Quarter in order that the student teachers may become familiar with the University High School, the Audio-visual Instructional Materials Center, the Reading Clinic, the libraries, the research laboratories, and other facilities which will be at their disposal during the period of preparation. They will also start their induction into the teaching profession by initial inquiries into the role of a teacher in our society.

With the beginning of the Autumn Quarter, candidates will begin a full program of graduate work in their special fields. Those preparing to teach history will be pursuing a program offered by distinguished historians in the graduate Department of History, those preparing to teach science will be working with the faculty of the appropriate science department, and the same type of arrangement will prevail for those preparing to teach English, a foreign language, geography, social studies or mathematics. This program of study in the teaching field will be continued throughout the year in such a way as to give the possibility of up to a full academic year of graduate study in the subject to be taught.

A seminar on education so arranged as to take up approximately one quarter of the candidates' time during the first four quarters will induct the students into active inquiries into the implications for education of philosophy, psychology, sociology, curriculum theory, and research on teaching and learning. Through the seminar the candidates will meet scholars who are conducting studies of creativity, motivation and learning, the evolution of educational institutions and of ideas about education, the interaction between school and society, culture and learning, and so on.

A special coordinator will work with the group of candidates in each field of instruction and will arrange for them to spend considerable time with gifted teachers in the University High School. Observation and analysis of the teaching-learning process as it is carried on in the University High School will be followed by participation in planning and teaching. The coordinator will meet with the candidates at intervals to help them to understand the conditions which a given field of knowledge establishes for the teaching and learning of that body of knowledge.

In the second year of the program, the candidates will spend a full academic year as teaching residents in association with a strong team of career teachers in their subject in a selected high school in the Chicago

area. This will enable them to acquire the arts of teaching and class management under competent and sympathetic guidance from experienced professional colleagues. During this period, the student teacher will be employed on approximately three-fifths time basis and will assume, with the assistance of his experienced colleagues, responsibility for the instruction of learners in many aspects of the subject.

During this second year, candidates also will pursue an extended investigation into some aspect of the teaching of their special fields. In this undertaking they will have the benefit of counsel from professional colleagues in the high school in which they are teaching and from members of the University faculties. Candidates will participate approximately three hours a week in a second-year seminar on the University campus. Through this seminar, they will keep in touch with new research developments in the teaching field and form the habit of maintaining communication with University scholars in that field. They also will have opportunity to analyze the experiences and problems met in teaching and to seek the help of psychologists and other specialists in the teaching-learning processes.

Following completion of the year's service in the cooperating high school, all candidates will return to the University for an intensive summer institute lasting for five weeks. The purpose of this institute is to assist candidates in analyzing their experiences to date and to strengthen themselves as needed, with the assistance of University scholars. Attention will be given both to rounding out their knowledge of their teaching fields and to the solution of problems in teaching.

Successful completion of the programs will lead to the Master of Arts in Teaching Mathematics, English, or whatever the field may be. The students in each field will be under the supervision of a committee composed

of several members of the appropriate graduate department, one member from the Department of Education, and the coordinator in the teaching field, who usually but not invariably will be attached to the University High School.

At the conclusion of the first year, an evaluation will be made of the candidates' scholarly competence in the teaching field. Satisfaction of the requirements set by the Physics, Romance Languages, or other departments, will be a prerequisite to entrance on the second-year program.

An evaluation will also be made in the first year of the evidence which the candidates give of development of the traits and abilities essential to effective teaching. This evaluation will be made by the professors of education with the coordinator and other master teachers in the University High School.

During the second year, a continuing evaluation will be made of the candidates' understanding of and ability to put into practice the knowledge essential to effective teaching in their fields. The career teachers in the high school in which the candidates are working will share the responsibility for this evaluation with the coordinator and designated members of the University faculty.

When the candidates have completed the requirements of the appropriate programs and are recommended for the degree, the University will recommend them for certification in the states where they wish to teach.

While teaching in the high schools in the Chicago area during the second year, the candidates will receive compensation proportionate to the amount of teaching they do. Upon the award of the degree, candidates will be so well prepared to teach their respective specialities that it is anticipated that they will be credited with one year of experience.

Three convictions which underlie the development of these new programs for the education of high-school teachers are:

1. Effective teaching requires not only the possession of a substantial body of knowledge in the subject taught, but also--and perhaps more importantly--an understanding of the methods of inquiry through which knowledge in the particular field is discovered, tested, revised, and extended. This conviction has led us to insist that those preparing for high-school teaching should have a substantial amount of graduate work in the teaching field under the guidance of competent research scholars.

2. The practice of teaching can be engaged in on a professional level only when the teacher has developed productive ways of thinking about the learning process, the roles of schools in different social settings, and other problems of education. For this reason we provide a seminar in education that gives the prospective teacher an opportunity to work with those who are conducting significant philosophical, historical, psychological, or other types of inquiry into the processes of learning and the functioning of educational institutions. Through this seminar the teacher trainees also will be helped to see the implications for teaching of a number of the more significant theoretical views of education and encouraged to formulate tentative theories of their own to be tested and revised on the basis of experience in teaching.

3. Proficiency in the art of teaching is most likely to develop when there is extended opportunity for observation of skilled practitioners, for experience in teaching under varying con-

ditions, and for analysis of observations and experience in the light both of the particular discipline in which the field of teaching is located and of different philosophies of education and theories of learning. This conviction has led us to provide the guidance of a coordinator who is an outstanding secondary teacher in the particular field and to arrange for a wide variety of observations and experience in the University High School in the first year and an extended period of residence in a strong teaching group in a good high school for nine months of the second year. In this year of resident teaching, the student teacher will operate as a responsible member of the teaching group with which he is associated and will participate fully in the various aspects of instruction.

A good program for the education of high-school teachers represents an extension of and not a replacement for liberal education. The professional program should be built on elements which form the basis for understanding the best in our own culture and significant aspects of other cultures; it should provide a basis for the continuing pursuit of knowledge in the teaching field; it should deepen the meaning of knowledge through application to a variety of teaching-learning situations; it should develop skill in motivating and guiding the learning of adolescents; and it should develop a spirit of speculative inquiry into the aims and processes of education as well as in the academic discipline in which teaching is to be done.

It is hoped that by increasing the number of teachers who are scholars in the branches of knowledge that they teach a desire for learning and for the pursuit of excellence may be aroused in a larger proportion of the students in our schools.

No able student should assume that the Master of Arts in Teaching program is beyond his means. Those who successfully complete the first year are expected to receive compensation during the second year from the high schools in which they serve. For the first year, scholarships are available for persons who need them, on a competitive basis. These stipends range from half-tuition to full-tuition and partial living costs. Finally, when there is need to supplement scholarship and personal funds students may apply for loans from University loan funds or from funds currently made available under the National Defense Education Act.

Further information and applications for admission to the program may be secured from:

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